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The Consolidation of School Districts
The Centralization of Rural Schools

AND

THE TRANSPORTATION OF PUPILS AT
PUBLIC EXPENSE

Circular of Information

ISSUED BY THE STATE OF LOUISIANA, DEPART-
MENT OF EDUCATION, BATON ROUGE.

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JAS. B. ASWELL,
State Superintendent of Public Education



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INTRODUCTORY.

OFFICE OF STATE SUPERINTENDENT OF PUBLIC
EDUCATION.

BATON ROUGE, LA., Sept. 10, 1906.

Agreeable to the request contained in the resolution adopted by the Conference of Parish School Boards and Parish Superintendents held in Baton Rouge July 25-27, 1906, I have gathered as reliable information as possible relative to the Consolidation of School Districts, the Centralization of Schools, and the Transportation of Pupils at Public Expense in this and other States.

The information is presented to school authorities and school friends in the hope that some additional light may be given to them on what now seems to be the most practical solution of the rural school problem.

Respectfully submitted,
JAS. B. ASWELL,
State Supt. of Public Education.

OCT 1 1907
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EXCERPTS

From an Address to the People of the South by the State Superintendents of Education of the Southern States 1904

INADEQUACY OF OUR PUBLIC SCHOOL SYSTEM.

1. COMPARATIVE STATISTICS.—The public schools of the South, the only hope for the education of nine-tenths of the people's children, are still sadly inadequate to their stupendous task, unequal to the educational demands of this century of education, and inferior in most respects to the public schools of other sections of our common country. Comparative statistics of undoubted authority show that of all sections of our country the public schools of the South have the poorest houses and equipment, the most poorly paid teachers, the shortest school term, and the most inadequate system of supervision. The average salary of teachers for the country at large is \$49.00 for men and \$40.00 for women, while the average salary for teachers in the Southern States is \$35.63 for men and \$30.47 for women. The average length of the public school term for the country at large is 145 days. The average length of the public school term for the South Atlantic States, including Tennessee, Mississippi, North Carolina, South Carolina, Louisiana, Arkansas, Georgia, Alabama, Texas, Virginia, and Florida is 99 days. Outside of the larger cities and towns there are few public high schools in the South, worthy of the name, and the work done in most of the public schools is necessarily so elementary in character as to fail to furnish adequate preparation for college or university, or for civic, social and industrial service for the thousands that must depend upon them for such preparation. For every man, woman and child of its population the country at large is spending \$2.99 for the education of its children, the South is spending barely 98 cents. The country at large is spending \$20.29 for every pupil enrolled in its public schools. The Southern States are spending only \$6.95. The country at large is spending for every child of school age in the United States an average of \$10.57, the Southern States are spending for every child of school age within their borders \$4.05. It is not surprising that, with such an inadequately equipped

system of public schools, there should be found also in the South the largest per cent. of illiteracy and the smallest per cent. of property on a per capita distribution of wealth. The census report for 1900 shows that twenty-four per cent. of the white population of the United States dwells in the Southern States that composed the Confederacy, while sixty-four per cent. of all white illiterates over ten years of age is to be found in these States. Illiteracy and poverty, intelligence and prosperity, travel together through the world. The one follows the other as effect follows cause.

2. THE RURAL SCHOOLS.—Between eight-ninths and nine-tenths of the population of the South is rural and agricultural. The great masses of the people of the South, therefore, are dependent upon the rural schools for education. The rural schools, then, are the strategic point in the educational system of the Southern States. Farming is still the greatest institution in the South. The preservation and improvement of its greatest industry and its greatest institution depend upon the improvement of these rural schools. Because of the sparse population, the large territory, the bad roads, the geographical barriers, the small amount of taxable property, and the small school fund, these rural public schools are the most poorly equipped and most inefficient public schools in the South. Unless they can be made equal in merit to the best public schools of the towns and cities and adapted to educating farmers' children for farm life rather than away from farm life, many of the best people in the country will continue to leave the farms, and the disastrous drain upon the best blood of the country will be kept up until there may be left there only "the poorest peasant population, too ignorant to know the value and blessing of an education, and too indifferent to care to secure it for their offspring."

THE RURAL SCHOOL SITUATION IN GENERAL.

OUTLOOK, SIZE AND COST OF RURAL SCHOOLS.

WISCONSIN.—Thirty years ago, in most localities, especially in the older parts of the country, the rural school was far different from what it is to-day. The attendance was large. Boys and girls of maturity and ability attended the sessions every winter. Even twenty years ago it was no uncommon sight to find a class of twenty mature students, ranging in age from sixteen to twenty-one, in the district school. To-day, when the child in the rural school has reached the age of thirteen, he feels that he has outgrown it. Then the school was taught in winter by the brightest young men in the community. Frequently college students were employed, whose example furnished a stimulus to the pupils to procure an education. The school was the center of influence and interest. Spelling matches, debates and discussions made the school the center during long winter evenings. It is different to-day. Now, these schools to a large extent are taught by young, inexperienced girls. The salary that these districts can afford to offer is too low to command the services of strong teachers. Yet even at the low salary of \$20 or \$25 a month the cost of maintaining schools in small districts proves a heavy burden upon the tax payers.

The decline of the rural school, or if you choose to say, its failure to progress, is due to many factors. Division of labor has opened many new fields for the young men and women, causing them to flock in large numbers from the country to the city. The excitement of city life induces others to change their abode. Furthermore, the great advantages incident to a well graded school in cities and villages cause many families to leave their homestead and remove to those places for the purpose of giving their children an opportunity of securing an education that will enable them to compete with others in the battle of life.

\$1,588,715.41 WASTED IN RURAL SCHOOL EDUCATION IN WISCONSIN
IN 1901.

Our State in 1901 had a school population of 731,063 persons, of which number 316,833 were enrolled in the rural, village and small city schools having no city supervision. The average daily attendance was 179,913, making the per cent. of

attendance 56.7 per cent. This per cent. of attendance is very low indeed. For the rural schools of the State the percentage is materially lower, since, in the estimate here given, are included the enrollment and attendance of graded schools in villages and cities where the regularity of attendance is relatively high. For the maintenance of these schools during the year 1901, \$3,669,088.77 were expended. The teaching force, equipment, apparatus and school buildings were ample to afford school facilities to the entire enrollment of 316,833 pupils every day of the school year. However, the average attendance was only 179,913. The capital invested was, therefore, not utilized to its full extent. In fact, only 56.7 per cent. of the capital was thus fully utilized, because of the lack of regularity in attendance. This makes a loss of \$1,588,715.41, or 43.3 per cent. of the capital invested. This large amount was lost to the cause of education in one year through irregularity in attendance.—*Supt. L. D. Harvey.*

MICHIGAN.—“In a special bulletin published by the Superintendent of Public Instruction of Michigan, in April, 1902, it appears that of the 6,452 districts of the State, fifty-one had two pupils or fewer and held no schools; that eighty-three schools of the southern peninsula had five pupils or fewer; that the average attendance of these schools was three; that these eighty-three schools cost \$13,636.00, or an average of \$9.95 per pupil per month, or \$99.50 each per year of ten months, though the actual number taught averaged fewer than six. It also appears that 1,004 schools had fifteen or fewer; that the average attendance of these schools was but eight; that the thousand schools cost \$200,478.13, or an average of \$199.67 each, and that the cost per pupil was \$4.16 per month, or \$41.60 per year of ten months. The same report says that the average cost per pupil in the *city* schools of Michigan is never over \$19.40 per year of ten months, high schools included, the average cost being much less.”

“From this it appears that over a thousand country schools in Michigan are maintained at a cost per pupil more than double that of the most expensive city schools. In addition to this fact, the Superintendent estimates that the country people of Michigan pay out annually over a million dollars for tuition and other expenses of their non-resident pupils from the country seeking higher learning in the city schools.”

INDIANA.—From the report of the Superintendent of Public Instruction of Indiana for 1900, as quoted in a special bulletin

on Rural Schools, published by the "Township Trustees of Tippecanoe County," it appears that Indiana has 108 schools with an attendance of five pupils or fewer, ten of which have but one pupil; that 487 have between five and ten, and 1,253 between ten and fifteen, or in all 1,848 with an attendance of fifteen or fewer.

From the same source it appears that in 1879 the cost of city schools in Indiana was \$7.48 per pupil, and of country schools it was \$6.21 per pupil, but that in 1899, twenty years later, the cost of city schools had dropped to \$7.07, while the cost of country schools of all sizes had risen to an average of \$10.50, *showing that the cost of elementary education in the country is over forty-eight per cent. higher than the cost of education in the city, including the high school course.*

MISSOURI.—The Missouri Superintendent's report for 1902 shows that more than one-fourth of all the schools of that State have fewer than twenty pupils, and that 575 have fewer than twelve.

OHIO.—In 1821 the first law providing for free schools in Ohio was enacted by the General Assembly. A scattered population and comparatively little wealth prevented the organizing of many public schools during the following ten years. At the end of the next forty years the country contained many cities known for being little more than trade centers for a large rural population.

At the close of forty years of peace since the Civil War, industrial conditions are found which have rendered necessary a greater amount of hand labor in manufacturing than in farming. Factories are now filled with men from the farm and small villages. Owners of farms have many times sought for themselves and their children a better social atmosphere and higher educational advantages in villages of from five hundred to five thousand people. The farmer who retires usually purchases a small home in a village or city. On the farms are found renters or hired men who, as a rule, change their residence frequently enough to render more or less unstable conditions and interests in the little rural school. Of those who own and live on farms, some have no children, and many have only one or two.

A rural population of 75 and 80 per cent. has rapidly decreased to 60 per cent. of the State's population. While there has been an increase of wealth, the rural districts have not kept pace with the villages and cities, which now represent 55 per cent. of the State's wealth.

The soil has been gradually losing its fertility; machinery has become necessary in extensive or intensive farming; no longer in small areas of territory are found the number of young or old entering into the social or religious life of the community; the introduction of machinery has made each farmer more independent of his neighbor in doing work which once required a number of helpers; the telephone and rural mail have come to make more rapid the transaction of business and to hasten the transmission of news.

The demand for factory help, the failure of the soil to respond as generously as it once did when there was not apparent the necessity for wisdom in the methods of farming, the fact that man is a gregarious animal, and the inefficient school system have caused many to seek homes in villages and cities.

The annual decrease of about 4,000 children in the school enumeration in township districts of the State has left many sub-districts with a school enrollment of from three to fifteen, where once were found from forty to seventy-five pupils. An examination of the enumerations in fifteen of the best farm counties shows an average to the county of nearly nine sub-districts, each of whose enumeration is fifteen children or less. The attendance in such sub-districts is rarely more than ten pupils. Counting the same average per county, there are over 750 such small sub-districts in the State. This number is probably entirely too small. Because of reasons already stated and the rapid organization of new sub-districts, there can be no hope that the sub-district school of to-day will ever be larger than it is now.—A B. Graham in *Uvty. State Bulletin*.

VERMONT.—(*From Circular No. XIX, 1906.*)—The small school is the product of two factors: namely (1) the exodus of population from remote and rural sections, and (2) the decrease in size of families.

(1) Through the development of the industrial interests of this country, young men and women have been attracted from the rural communities by the more agreeable and remunerative employments, the better business opportunities, and the social and educational advantages afforded in cities and villages. Steam and electricity have been no small agents in facilitating this centralization of people. As a result of this migration, the cities and villages have increased in population, in educational facilities and in property valuation, while the country towns have decreased. The decrease of rural population in the United States during

the last few decades is indicated by the following percentages which it respectively bore to the whole population: 1880, 74.2; 1890, 67.3; 1900, 62.7. In Vermont from 1860 to 1870, 144 towns lost population; from 1870 to 1880, 135 towns; from 1880 to 1890, 186 towns; and from 1890 to 1900, 163 towns.

(2) The decrease in the size of families is a subject for speculation among social scientists. Sixty years ago the ratio of school children to the entire population of the State was one-third; to-day it is a trifle more than one-fifth. Nevertheless this decrease in ratio can be partially accredited to the increased longevity of the people.

As a result of the two causes stated there are scattered throughout the State numerous small school communities whose welfare needs consideration and whose conditions demand relief. These communities seem meager compared with those of former years, and the little schools of six or eight pupils seem pitifully small compared to the forty or fifty of sixty years ago. In 1846, the average number of children of school age per school district was 37; the average number to-day in the same rural school communities is far less.

FLORIDA.—The trend in the common public schools everywhere is consolidation. The watchwords are fewer schools, longer terms, better equipment, stronger and more professional teachers. This is being brought about in the common schools through a system of *transportation of pupils*. The question of location as regards higher education is well nigh eliminated by the cheap rates, quick transit and ready communication brought about by the modern system of transportation. A student five hundred miles from home is as near in point of time as one forty miles away in the days of stage coaches, a generation ago. The number and location of colleges are mere questions of expediency now to be determined by the answers to the questions: Will consolidation reduce the cost? Will it insure better educational facilities? The tendency of the times is towards the consolidation of the weak into mammoth institutions. It is of daily occurrence in commerce, in manufacture, in transportation, and in every phase of human endeavor. Educational enterprise can not afford to exercise less forethought.—*Supt. Sheets*.

ARKANSAS.—1904 *Statistics*, by Supt. Hinemon:

Schools with less than 7 pupils in daily attendance.....	104
Schools with less than 11 pupils in daily attendance.....	329

Schools with less than 16 pupils in daily attendance.....	866
Schools with less than 21 pupils in daily attendance.....	1,650
Schools with less than 26 pupils in daily attendance.....	2,349
Schools with less than 31 pupils in daily attendance.....	3,144
Schools with less than 36 pupils in daily attendance.....	3,706
Schools with less than 41 pupils in daily attendance.....	4,034

TENNESSEE.—*From Gov. McMillan's Message to Legislature.*
—I am persuaded that one of the ills affecting our public schools is dividing the counties into too many small school districts. Dividing the districts, and thereby diminishing the fund to each school, may quadruple inefficiency. By wisdom and sacrifice we may bring education to every youth in the State, but we cannot carry on a successful school within a stone's throw of every house. An effort to do so will decrease efficiency and increase ignorance. We should resist the unnecessary division of school districts as we would the pestilence. Large schools can be better graded and maintained and a greater number of days taught annually than in small districts. It were better for the student to go a little further to a good school than attend one at his front door that is worthless and indifferent. You should not hesitate to correct, by appropriate legislation, the destructive chopping up of school districts.

VIRGINIA.—*From Gov. Montague's Message to the Legislature.*—The tendency to multiply rural schools has greatly impaired the efficiency of the system. We need stronger schools with longer terms. * * * The State can better afford, as respects cost and efficiency, to transport its children to one good school than to put an indifferent school near the door of every patron. * * * Some central authority should be established in each county to fix the number of schools under such limitations and regulations as the State Board of Education may prescribe.

NEBRASKA.—We must enrich rural life and increase the advantages of the farmer and his family in order to counteract the flow of humanity from country to city. A census bulletin issued last year states that the percentage of population of the United States in cities of 8,000 or more inhabitants has steadily increased each decade. It was 3.4 per cent. in 1790, 12.5 per cent. in 1850, 22.6 per cent. in 1880, 29.2 per cent. in 1890, and 33.1 per cent. in 1900. The percentage of our population that lived in cities of 4,000 or more inhabitants in 1880

was 25.8; in 1890, 32.9; and in 1900, 37.3. These figures are significant. They mean that from 1880 to 1890 seven persons in every one hundred of our population moved from country or village to city and none moved back. From 1890 to 1900 four or five persons in every one hundred moved from country or village to city and none moved back. What shall we do to be saved from our great cities? Shall we permit the decay and destruction of our pure country life, or shall we endeavor to bring some of the great comforts and conveniences and advantages of city life into the country?—*State Supt. W. K. Fowler.*

TENNESSEE.—*Knox County.*—"One of the school districts of Knox County, Tenn., is now attracting much attention as the seat of an attempt to establish a model rural-industrial school in which instruction will be given in both indoor and outdoor manual training. The people of this district are intelligent citizens, and are dissatisfied with the schools now in operation in their district, of which there are nine for white pupils and two for colored. The average compensation for teachers has been \$32 a month. The people of the district have determined to unite the nine white schools in one efficient central school, and for this purpose have raised \$5,000."

NORTH CAROLINA.—*From Supt. J. Y. Joyner's Annual Report.*

—1. Large number of districts, small area of each district, and small number of children in each district: 5,370 white and 2,346 colored school districts; inhabitable area of State, 48,000 square miles; average size of white school district, 8.9 square miles; average number of white children per district, 84; average number in 1902, only 73; average number of colored children to district, 93; average number in 1902, only 82.

2. Rapid increase in number of districts until 1902: 47 per cent. of all white school districts and 44 per cent. of all colored school districts contain less than 65 children of school age—the minimum allowed by law except for sparsity of population or geographical barriers, such as streams, swamps, mountains, etc. In reports of all white teachers of two entire townships, in township meetings recently attended by the State Superintendent in one of the most level counties of the State, practically free from geographical barriers, only one teacher reported a census school population of 65—the minimum fixed by law. In these townships there was a little one-room box of a school house for every mile or two of the public highway, notwithstanding the law which has for years forbidden building of a new school house within three miles of another.

3. Some natural results of this multiplicity of small districts

and schools: From 1874 to 1902 the State and county school tax had been increased from 6¼ to 18 cents on \$100 of property, the total school fund had been more than quadrupled, and yet a special State appropriation of \$200,000 was necessary in 1901 and since, to give even a four-month school term in all public schools. During the quarter of a century before this appropriation was made the public school term had been increased in length less than three weeks, and the average salary of the public school teacher had been increased not one cent. Fifty-nine per cent. of all the districts needing aid from this special appropriation for this purpose were small districts containing less than 65 children of school age, many of them containing only from 20 to 30, and some not more than 10 or 15.

SOUTH CAROLINA.—*From 1905 Annual Report.*—Consolidation lies at the very basis of the modern public school. There was perhaps a time when the small private school or the tutor in the home was thought to be the ideal educational system, and the free school was considered only a necessary makeshift for those too poor to provide for their children the more excellent and exclusive private institution. The present public school is a recognition of the simple principle that all the people working together can bring greater good to each individual than any man can secure working for himself alone. The social combinations by which men further their mutual well-being may be so large that the individual is lost in complexity of the machine or they may be too small to produce results. South Carolina rural schools have exemplified the latter fault. We have in this State at least two thousand schools each taught by a single teacher. Under a lax system of supervision it has been easy to divide districts and to establish small schools on flimsy excuses. As a result of this division of energy and effort the school house is unprepossessing, comfortless and poorly adapted to its purposes, the school term is short, the teach is poorly trained and more poorly paid, the enrollment is small and the percentage of attendance is low. There is nothing connected with the school of which the community may feel justly proud; it is looked upon as a sort of traditional necessary evil and children and parents are often relieved when the short term is over. A school may be too large to secure the greatest development of the individual; it may be too small to be efficient or interesting. In the ordinary rural community conditions are ideal for the development of the golden mean. A school with from ten to twenty pupils requires the same building, the same repairs, the same charts, maps, supplies and equipment as the school of forty pupils.

Under standard conditions the twenty pupils will be scattered through all grades of advancement, and effective classification will require the same recitation per day as the larger number. The good teacher can secure better results from an ungraded school of forty pupils than from one of twenty.—*Prof. W. K. Tate.*

IOWA.—*From 1905 Annual Report.*—From reports recently received from secretaries of the rural schools of the State, it is shown that last year 65 in every 100 of our rural schools had an average daily attendance during the fall term of 15 or less; 62 in every 100 had a like small attendance during the winter term, and 69 in every 100 had a like small attendance during the spring term.

Or, if we take the number of schools where the average daily attendance was more than 20, we find that during the fall term it was but 15 per cent.; during the winter term 16 per cent., and during the spring term 12 per cent. of the whole. These figures are based on reports received from 10,019 out of a total of 12,521 rural districts.

Or looked at in another way, we find the total number of persons between the ages of five and twenty-one years in the 12,521 rural districts of the State to be 382,200, or an average of 30.6 for each school corporation employing but one teacher, while in corporations where a graded school is maintained the number of persons between the ages of five and twenty-one years aggregates 341,166, or an average of 47.2 for each teacher employed in these corporations.

But these figures do not tell the full story of the inequality, for it must be remembered that nearly ten thousand country boys and girls included in the country enumeration are enrolled in the graded schools as tuition pupils, besides many more in the academies and the preparatory departments of colleges. It follows, therefore, that the percentage of enrollment is greater in the graded than the ungraded school, and we know the attendance is much more regular. We assign to the graded school teacher, on the average, very nearly double the number of pupils assigned to the teacher in the country school. The trouble is further aggravated from the fact that, as a rule, the very small school suffers in interest and enthusiasm, and in consequence the percentage of attendance is abnormally low.

Again, the country school suffers in comparison with the average graded school in the matter of equipment. Globe, dictionary, wall maps and a liberal supply of supplementary reading books are seldom missing from the graded school.

and seldom found in the ungraded school. The school-house itself is often neglected and the schoolroom uninviting.—*State Supt. Jno. F. Riggs.*

MISSOURI.—*Annual Report, 1905.*—"It seems incomprehensible that there should be 47 teachers who work for less than \$100. This means that about one per cent. of the teachers in rural schools teach for four months in the year and receive less than \$25 per month."

TEACHERS AVAILABLE FOR RURAL SCHOOLS.

IOWA.—*Annual Report, 1905.*—But the rural school suffers more from inexperienced and poorly prepared teachers than any other one cause. Last year 3,479 certificates were issued in Iowa to persons who have never taught. Out of a total of 22,845 certificates issued by county superintendents, but 3,321 were first-class certificates. Now it is the very common practice with school boards in our larger towns and cities to require as one of the conditions of election that the applicant held a first-class certificate, and that she show successful experience as a teacher.

Out of a total of 3,974 teachers employed last year in 154 towns and cities of Iowa, all but 82 were experienced teachers. Five hundred and four were graduates of some State normal school; 719 were college or university graduates, and 2,269 were graduates of some academy or private normal school or of a high school maintaining a four-year course. In addition to these teachers employed in the larger towns, there were as many more employed in the other graded schools of the State. A small, yet large per cent. of these also were, no doubt, trained and experienced teachers. Where were the 19,524 holders of second-grade and third-grade certificates, 3,479 of them without experience? Most of them were employed in the country schools.

And, then, our country boys and girls are not offered school privileges for so many months in the year as is common in the towns and cities. Of the 770 schools in Iowa employing two or more teachers, 31 were in session last year over nine months, 630 were in session nine months, and 109 were in session less than nine months. But in the country districts, out of a total of 10,019 reporting, 1,599 schools were in session last year seven months or less, and of this number 469 were in session but six months; 6,462 were in session more than seven months and less than nine, and but 1,958 were in session nine months. That is to say 87 per cent. of the graded schools

of Iowa were in session nine months or over, and 19 per cent. of the country schools were in session nine months, and none for a longer period.

VERMONT.—*Report*, 1906.—The chief weakness of the small school is the quality of the teachers employed. In 1846, Superintendent Horace Eaton, in urging the abandonment of the sparsely populated school districts, remarked as follows: "Small districts are said, and truly so, to be the paradise of ignorant teachers. But this class of beings is not so valuable and useful that we need feel any compunction in breaking up their haunts and desolating their 'pleasant places'." If the closing of the small school was advisable sixty years ago, under conditions then existing, the reasons therefor are many times stronger to-day.

Four influences operate against the employment of competent teachers for the small schools:

Although the salaries of teachers have risen with the cost of living and higher demand of society; nevertheless, this increase is more applicable to teachers' wages in cities, villages and wealthy towns than in the rural schools. As the rural schools have decreased in size, school boards have felt less and less inclined to retain teachers who demand even the average in the scale of wages, so that to-day there is a grave disparity between the wages of the teachers of the rural schools and those of the graded schools. Consequently, in these days of larger administration, of greater demand for trained and experienced teachers in graded schools, and of facilities afforded teachers for knowledge of better opportunities, it is impossible to secure for the remote rural schools trained and competent teachers unless family or other reasons prevail. On account of the low salaries paid, teaching in the rural schools is a makeshift occupation and not a profession. This is evidenced by the lack of appreciation and patronage upon summer schools for teachers, which were established and maintained especially for the rural school teachers. On account of the small attendance and the unprofitableness to the State, it seems advisable to discontinue these agencies for educational improvement.

The average salary of lady teachers in Vermont in 1846 was \$1.20 per week and board; to-day, in the graded schools, it is more than \$10 per week, and in the small rural schools it is about \$6.50, not including board.

OHIO.—*Bulletin on Consolidation*, 1906.—The fact that wages for rural school teachers are not equal in purchasing

power to what they have been for thirty years, the age limit at which certificates may be granted, a better intellectual qualification, the short time positions may be retained, the increasing demands of public sentiment as to dress and social duties, the refusal of the law and medical colleges to accept teachers' certificates offered to meet entrance requirements, and the lack of proper organization and careful supervision, have all had a tendency to lessen the number seeking positions in rural schools. Not the raising of the standard of teachers' examinations and the increased demand for better training, but small remuneration, insecurity of the positions, and the never-ending meddling of those not directly interested in the schools have rendered rural schools less desirable to those whose services should be commanded by such communities. A few rural schools in our State were unable to open last fall because no teachers could be secured.

OHIO.—*Winnebago County (Supt. O. J. Kern.)*—*Pay of country teachers contrasted with that of janitors of city school buildings:

SALARIES OF SCHOOL JANITORS, CITY OF ROCKFORD.

Name.	Amount.	Name.	Amount.
Lincoln	\$ 550.00	Henry Freeman.....	\$590.00
Hall	590.00	Brown	550.00
Kent	550.00	Montague	445.00
Garrison	445.00	Church	550.00
Kishwaukee	590.00	Wight	550.00
Nelson	320.00	Marsh	320.00
Blake	445.00	Haskell	320.00
Ellis	320.00	Turner	590.00
High School.....	1,170.00		

*"The highest salary now paid a country school teacher in Winnebago county is \$45 per month, and only three or four teachers get that. The lowest salary is between \$30 and \$35 for a school year of eight months. If a country teacher should receive \$40 per month for a school year of eight months, that would make a yearly wage of \$320, the same yearly wage that the city of Rockford pays a janitor to take care of a four-room building."

HIGHEST AND LOWEST SALARY IN WINNEBAGO COUNTY, 1895-1904,
PER MONTH.

Highest Salary Paid Any Teacher.			Lowest Salary Paid Any Teacher.		
Year	Winnebago Co.		Year	Winnebago, Co.	
	Male	Female		Male	Female
1895	\$125	\$50	1895	\$25	\$20
1896	125	50	1896	20	18
1897	125	50	1897	23	18
1898	111	50	1898	22	20
1899	100	55	1899	25	20
1900	105	55	1900	25	20
1901	105	50	1901	25	20
1902	100	50	1902	25	20
1903	111	55	1903	25	20
1904	111	55	1904	25	20

This points a moral if it does not adorn the tale.

NEBRASKA.—*Report, 1904, Supt. W. K. Fowler.*—The ideal plan contemplates the discontinuance of the small schools within a given area, say a congressional township, and the maintenance of one graded school instead at some point near the center of the township. To illustrate: Suppose a township to be divided into nine rural school districts, each comprising four square miles of territory, with a low assessed valuation, a high tax levy, a small, neglected and dilapidated frame school house varying from 16x24 feet to 24x30 feet, with three windows on each side and one window and a door in one end, a stove, and without basement and interior closets. This school house, if located at the center of this school district of four square miles, will be two miles by section line roads from the homes at the corners of the district. School is maintained six, seven or eight months during the year, under the jurisdiction of a board of three trustees, and in our busy western section of the country, is usually taught by a young woman under twenty-one years of age, who is paid \$30 a month for teaching, or "kceping" school, building fires and "sweeping out." In this school we may find an average daily attendance of sixteen pupils, a high estimate, by the way, representing all ages, from five to twenty years, all grades from the primary to the high school, and occasionally with two or three high school branches crowded in, and from thirty to forty recitations daily. The attendance is irregular and spasmodic, and tardiness is often the rule, children continuing to arrive until ten o'clock. Pupils are "put back" term after term by the "new" teacher, as records are usually destroyed or lost. Apparatus is either unknown or out of date, blackboard scanty and furniture rickety. This is the good old-fashioned "dee-

strick skool" taught by the new woman of twenty who has succeeded and supplanted the old man of forty—and of forty years ago!

MISSOURI.—*Annual Report*, 1905.—To the teachers we must make appeal. They must strive constantly for the highest. We fear that for many the goal is license and employment. In recent years in Missouri summer schools have brought thousands into continuing their preparation after they have taught several terms. This is encouraging, but considering that there are 17,500 public school teachers in Missouri, recognizing that more than half of these have made scarcely any preparation, either academic or professional, and, considering that twenty-five per cent. of them expect to discontinue teaching at the end of the term of school in which they are now engaged, it is not so encouraging after all. This point cannot be too strongly emphasized. Perhaps half of the 17,500 teachers are doing all that should be reasonably expected of them, but what shall we say of the other half?

WHAT THE COUNTRY TEACHER OF THE SOUTH IS PAID.

	Average monthly salary white coun- try teachers.	Time in each year they teach. *Days.	Average amount they earn by teach- ing during the year.	Year.
Virginia	\$30.00*	115*	\$172.50	1902-03
North Carolina	29.05	85	123.46	1903-04
South Carolina	25.00	109	136.25	1903-04
Georgia	27.43	104	142.64	1903
Florida	35.90*	108*	189.00	1903-04
Alabama	35.00	110	192.50	1903-04
Mississippi	33.85	110	186.18	1902-03
Louisiana	35.00*	110*	192.50	1902-03
Texas	45.12	102	230.11	1903-04
Arkansas	35.00*	80	140.00	1903-04
Tennessee	33.00	103	158.40	1903-04

*Estimated for country schools.

PRACTICAL EXPERIENCE WITH CONSOLIDATION IN LOUISIANA AND OTHER STATES.

Consolidation of school districts, and the transportation of pupils, is operative to a greater or less degree in the following States:

California, Connecticut, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Jersey, New York, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Wisconsin, Illinois, South Dakota, Oregon, Oklahoma, Utah, Wyoming, South Carolina; and in the five provinces of the Dominion of Canada under the Macdonald plan.

The following information relative to the work of consolidation in some of these States has been compiled from information received from various sources:

ARIZONA.—“There has never been any concerted action in Arizona in the matter of consolidation of rural schools; we have such a sparsely settled country and the districts being in many instances several miles apart, the consolidation idea cannot be satisfactorily worked to any extent. When the population has become more dense, there will be closer relations between districts and the plan of consolidation may be more seriously considered.”

CALIFORNIA.—“There was a measure enacted at the recent session of the legislature (Assembly Bill No. 532). As yet it is only an experiment in California, but I anticipate good results from it when it shall have been tried. Of course, I do not think it adapted to many sections of our State; only to those portions where there are good roads and well populated communities.”

KANSAS.—“We have in the State of Kansas twelve or fourteen districts that could be rightly called consolidated districts. These districts all have very satisfactory schools and provide for the transportation of the pupils at public expense.

“We find the best results come from the consolidation of rural districts, instead of consolidating rural and town districts, due to the ever-existing jealousy that maintains between the town and the rural district.

“We find that the transportation distance should not be over five miles, unless the roads are very good and easily traveled. Within a radius of five miles, however, transportation is a problem easily solved.”—*State Superintendent Dahoff.*

WYOMING.—The Wheatland district in this State is the only district that has employed these methods, and they evidently find it very successful. Several other districts are contemplating the consolidation of schools, but have not yet commenced.

INDIANA.—“From a report recently issued by State Superintendent Fassett A. Cotton, of Indiana, it is shown that 783 district schools have been abandoned in that State, and 5,396 children transported to central schools. For this service 378 teams are required, at an average cost of \$1.60 per day, or \$32 per school month.”

MINNESOTA.—“Pupils were transported in 1904 in nine counties, covering eleven districts. The results are reported to prove generally satisfactory.

“It is safe to say that no other single educational question of organization and administration has been given equal consideration with centralization of rural schools during the past five years. Stated simply, the question is whether or not it would be better to unite small, single-room, isolated country schools, into graded schools, and to carry the children to and from the latter at public expense. It is conceded by the State and county superintendents and other administrative school officers everywhere that the most rational solution of the country school problem lies in thus combining these small isolated school units into larger ones, and transporting the children.”

IOWA.—“For the year ending September, 1904, thirty-five counties had consolidated in some form. In eighteen counties the consolidation was designed to be permanent, while in seventeen it was undertaken as a temporary expedient. In all there were fifty-three permanently consolidated schools reported, and of these eighteen were consolidated within the year. In addition to the permanently consolidated schools, eighty schools were temporarily closed for the year.

“Eight hundred and fifty-nine children were transported at public expense, and the aggregate amount paid for transportation of pupils was \$14,321.65.”

MICHIGAN.—“A careful study of the facts will show that the centralizing of two, three, or four districts is a perfectly feasible proposition, which makes possible the establishment of at least a two-room school in such consolidated district. The Grand Blanc school has an eleven-grade course of study and additional districts are considering the proposition of uniting with this district. The figures here given are presented for the consideration of our people in Michigan, and from actual Michigan school work, and all who are interested in the matter may visit these places and determine for themselves the actual conditions. As Commissioner Johnson has said, it is not neces-

sary for us to go to Ohio or Indiana to study this question. We have it right at hand for our consideration."

FLORIDA.—"Consolidation has been established in seventeen out of forty-four counties, and many more are favorable to it."

SOUTH DAKOTA.—"So far as this department has been able to learn, the work attained in such schools has been superior to the single district system and has been a saving to the people of about one-fourth. The attendance also has been better. Especially is this true of students of the higher grades."

TEXAS.—"Very little has been done in this State in the way of consolidating rural schools. There are perhaps one or two counties which have during the past year to some extent tried the consolidation plan, but these few cases have not been sufficient for a test. I have in public addresses and in letters from the department encouraged the consolidation of schools. I hope Texas will soon appreciate the advantages of the consolidation plan."

UTAH.—"Consolidation is being effected in many of our counties, however, on a small scale. The central school is steadily increasing in numbers. Again, Utah's rural districts are somewhat different from the rural districts of most States. Towns have sprung up at the mouths of canyon streams. There the people live, while the farms are from one to ten miles from their homes."

VERMONT.—"Vermont is making some progress in the matter of consolidation of rural schools; 7,651 pupils are conveyed to and from school at an expense of \$36,000 per term. The hilly nature of the State is a very grave difficulty in the extension of this movement. The people of Vermont are always conservative and make assured, though moderate, progress."

NORTH DAKOTA.—"Consolidation has been tried in nine of the counties in this State, and the reports which we have on file indicate that this plan is entirely satisfactory and a great improvement over the old system."

OKLAHOMA.—"We are just beginning the plan in Oklahoma. It is being discussed in every county. We are having trouble, however, because most of the districts have bonded and cannot lose their identity."

OREGON.—"We are crowding the consolidation idea and are meeting with very much encouragement. It takes time to overcome the inertia of long-settled customs, and so we will not be at all discouraged if the movement advances slowly. I am particularly anxious that no districts do consolidate unless they make a success of it. We find the best way to get it before the people is to present it in mass meeting and have before the people maps showing the boundaries of the districts, roads, residences, etc."

GEORGIA.—“Consolidation has gradually been going on in this State. In most cases they have proceeded very slowly in the matter and have obtained good results.”

OHIO.—“First. We have nine cases of the consolidation of two districts.

“Second. We have four cases where three or more districts have been consolidated. These are found in Charlevoix, Genesee, and Kalamazoo counties.

“Third. There are 174 rural districts in the State having two departments and two teachers. There are thirty rural districts having three departments and three teachers.

“Fourth. In twenty different counties people have been making plans for the consolidation of districts during the fall of 1905, and we have three counties in which the question of a township or rural high school is under consideration.

Thus it will be seen that our people have already energetically considered this matter and are taking steps in the right direction.”

AUSTRALIA.—In the Province of Victoria, Australia, “158 schools were closed by the plan of consolidation, and after deducting the cost of conveyance, the saving amounted to \$50,000 per annum. The Minister says that it is a marked success and that if one feature as to its working stands out more prominently than another it is the remarkable regularity in attendance of the children conveyed.

“Under the system of conveyance 241 schools have been closed. The saving in closed schools amounts to about £14,170 (over \$70,000) per annum. The attendance is so regular and the system so popular that applications are constantly made for its extension.”

HON. WM. T. HARRIS, COMMISSIONER OF EDUCATION, says:—“It has been frequently demonstrated and generally conceded that it would be better, both on economical and pedagogical grounds, to unite the many small and weak schools of a township, dispersed over a large extent of territory, into a few strong, well-equipped and well-conducted graded schools located at convenient points.”

The following from Horace Mann, voices a common sentiment, touching the proper geographical unit of school territory. He said, “I consider the law of 1789 authorizing towns (townships) to divide themselves into districts the most unfortunate law on the subject of common schools ever enacted in the state.” (10th Report Sec’y, Board of Education for Mass., p. 130.)

DR. F. H. RANKIN, SUPERINTENDENT OF COLLEGE EXTENSION, UNIVERSITY OF ILLINOIS, says:—“The plan of centralization offers equal advantages to all the children of the township.

It permits a better grading of the schools and classification of the pupils. It affords an opportunity for thorough work by adding more weeks of schooling and the addition of higher grades of study. Fewer but better and more capable teachers will be employed and retained, and besides it brings the stimulating influence of larger classes with the spirit of emulation incident thereto. Small schools cannot have the vitalizing force that comes from large numbers. Children who are transported in comfortable wagons are not exposed to the rigors of inclement weather. Tardiness and absence are almost unknown. The parents become more deeply interested in the schools. It results in better school buildings, better sanitary conditions, better equipment, and all of this at a less aggregate expense than under the small district plan.

"While the centralization plan is not perfection, nor will it cure all the ills with which our educational system is affected, yet it is certainly an improvement over the old method and it has substantial advantages that will more than repay the expense and inconvenience incident to the reorganization. Better means of education, better training and stronger characters—these possibilities must appeal to every public spirited citizen of any community."

MASSACHUSETTS.—In the year 1893 Seymour Rockwell, the veteran school committeeman of Montague, Mass., said: "For eighteen years we have had the best attendance from the transported children; no more sickness among them, and no more accidents. The children like the plan exceedingly. We have saved the town at least six hundred dollars a year."

In Massachusetts, in response to a circular of inquiry, "60 per cent. of the town report the cost as less, but the results better; 15 per cent. cost the same, but the results better; 8 per cent. cost more, but results better; 8 per cent. cost more, but results not stated; 8 per cent. cost less, but results not stated."

To quote from Secretary Hill, of the Massachusetts School Board: "The money saved by consolidation pays largely, if not fully, for the transportation, the better school room, the better equipment, the better salaries, the greater efficiency."

NORTH CAROLINA.—During the year ending June 30, 1902, there was a decrease of 179 in the rural districts in North Carolina from July 1, 1902, to June 30, 1903, the number of white school districts was reduced from 5,653 to 5,370—a decrease of 283 white districts during that school year; during the same year there was a decrease of 95 colored school districts, making a total decrease of 378. This represents a consolidation of at least 600 white and 200 colored districts in one year. In two years the total number of districts, white and

colored, has been decreased 557, representing a consolidation of at least 1,200 small districts.—*State Superintendent J. Y. Joyner.*

SOUTH CAROLINA.—

NUMBER OF DISTRICTS CONSOLIDATED, 1905.

	Before Consolidation.	After Consolidation.
Enrollment	102	203
Average daily attendance.....	60	182
Number of teachers.....	1 in each.	4
Average monthly salary of teachers..	\$27.50	Supt. \$75. 3 teachers \$30 each.
Value of schoolhouse.....	\$50 each.	\$1,200
Value of equipment.....	\$30 each.	\$400
Amount of funds raised by local taxation	0	\$600
Length of school term.....	4 months.	8 months.
Distance of farthest child from school..	1½ miles.	2½ miles.
Distance of majority of children from school	1 mile.	1¼ miles.
Number of children more than two miles from school	0	20

LOUISIANA.—The Eureka Central School has been organized to meet the growing demands of our school system. During last session, at the Eureka School and at several neighboring schools, there were a number of pupils sufficiently advanced to warrant the establishment of a school of high grade. It is much desired that more time be devoted to these advanced pupils than the teacher in a rural school can devote. The Central School at Brusly Landing is established to accommodate all pupils in the sixth and high grades, from Eureka, Babin, Excelsior and Phoenix Schools. Pupils from other schools or other parts of the parish, desiring to take advantage of the opportunities offered at the Central School are urged to attend. Mr. Bres and Miss Vaughan will devote their entire time to teaching pupils in the sixth, seventh and eighth grades, and those pupils prepared to do high school work.

The primary department at Eureka will continue, as heretofore, for pupils graded as high as fifth grade and lower. The Babin, Excelsior, and Phoenix Schools will continue as primary schools, the course of study extending only through the fifth grade. Pupils advanced beyond the fifth grade will not be received at the last named three schools. By this plan, each child, whatever its age, will be taught by a competent, thoroughly qualified teacher, and such teaching is bound to be very effective. Again, the fact that there will be no advanced pupils in the primary school to require attention from the teacher, will enable her to devote full time to the younger ones.

This change is made with the single purpose of benefiting the pupils themselves. The location selected is Eureka, because the Eureka house is most centrally located, and because the Eureka house is larger than any other, and is divided into three rooms. By this plan the pupils attending any of these four schools will receive more of the teacher's time than by the former plan. True, some of the pupils will have to walk a longer distance than formerly to go to school, but it would be impossible to give all these advantages to every school in the parish.—*Leo M. Favrot, Parish Superintendent, W. Baton Rouge Parish, Aug. 10, 1906.*

LOUISIANA.—

MARKSVILLE, LOUISIANA, August 31, 1906.

Supt. J. B. Aswell, Baton Rouge, La.:

Dear Sir—Complying with your request, I beg to report as follows upon the progress of consolidation of schools in Avoyelles parish since September, 1906.

In the First Ward two schools, each one and three-quarter miles from Vick P. O., were consolidated with the Vick school, where a commodious two-room schoolhouse is now being erected by means of a five mills tax voted in the district early this year. No child in the vicinity of Vick is now over two miles from a school.

In the Second Ward, the Belleville school was consolidated with the Riddle school. Thus, out of two small schools, a large and well graded rural school has been formed. The Choctaw school was also merged with the Laborde school with similar results. In the combined district, a five mills tax has just been voted for building purposes.

One of the Third Ward schools, one and one-half miles from Mansura, was consolidated with the school at that place. A five mills tax was voted in the entire ward, a handsome two-room house erected at Hydropolis, and a high school building at Mansura, where it has been planned to transfer by conveyance all the children of the ward excepting those of the Hydropolis district.

In the Eighth Ward, the Joffrion school has been consolidated with the Moreauville school, where there is now a five-room schoolhouse and a large school supported in part by a five mills tax.

The school at Indian Bayou in the Ninth Ward was consolidated last year with the Cottonport school, when a ten mills tax was voted in the entire district.

Besides the white schools thus consolidated, eight negro schools were also united to other such schools, thus building up larger schools and diminishing the cost of their maintenance.

On the subject of the transportation of pupils, the school board ordered at its last meeting that two conveyances, each of a capacity of twenty-five, be purchased, one for the use of pupils that have heretofore attended the Joffrion school and that will now be transported to Moreauville; the other for the conveying to the Mansura school of the pupils living in a newly developed part of the ward where there has never been a school established but where the demand for a school has been very urgent.

The movement looking to the transportation of pupils in this parish is regarded very favorably by the public. I may add that it is the intention of the committee having in charge this work of transportation, not to pay over \$25 per month for the operation of the conveyances.

Very truly yours,

V. L. Roy,
Superintendent Avoyelles Parish.

LOUISIANA.—CONSOLIDATION AND TRANSPORTATION IN LAFAYETTE PARISH, '06.—(*By Supt. L. J. Alleman.*)—Like all new things, consolidation of schools and transportation of children at public expense was ridiculed and poo-pooed when first mentioned here five years ago. Even progressive school-men looked upon the innovation with suspicion and the School Board could not be prevailed upon to make the first test. Three years ago Dr. Moss and Mr. Alcide Judice in order to introduce transportation in the parish made this proposition to the Board: "We will buy the wagonette and you can make a test. If after making a fair test transportation proves a failure in Lafayette Parish the experiment will cost you nothing. If it is successful you may refund the price paid for the wagonette." This proposition was accepted, the test made, and needless to say Moss and Judice were not compelled to take back the first wagonette which did school service in Louisiana—perhaps the first in the South. Since that eventful day in the development of educational matters in Lafayette, five other wagonettes have been purchased and are now doing service. In addition to this there are now petitions from communities for three wagonettes, and a monster petition from an entire ward offering \$400 to the Board in cash, and more if necessary, if the Board will abolish all schools of the ward and build one central school, with transportation. If adopted this would make the second centralized school in Lafayette Parish.

Our schoolhouses are, on an average, four and a half miles apart, making consolidation a rather slow process so far as uniting two schools already established are concerned. But

the Board has adopted the policy of discouraging the establishment of new schools by transporting children too far from school to walk. In each case the children are taken to the nearest strong school and they are never transferred to a school having fewer than two teachers. When once children have tasted of the sweets of a live, graded school in charge of enthusiastic, wide-awake, trained teachers, things get warm at home when papa and mamma suggest a return to the school near home in charge of one teacher. I can truthfully say that the children of the parish have done more to introduce consolidation than all the addresses and literature together.

The opening of the two classes of schools—town and rural—was so arranged as to enable and encourage children of rural districts to enroll in the town schools. Once enrolled they remained. Our town schools begin the session in September; the rural schools in January, making an interval of three months between the two, and giving the children of rural districts ample time to enroll in the graded schools of the towns. This plan has brought hundreds of rural students into the graded schools and has created an active demand not only for consolidation but for centralization. Two schools have already been consolidated and two will die a natural death this year, which with the six schools transferred instead of being built make a total of ten schools consolidated.

(1) Our experience has taught us that the best way to introduce consolidation, centralization, and transportation, is to create a demand for these things, and that it is never wise for the Board to force either on the community.

(2) Consolidation with transportation is often cheaper, and always produces two to four times results.

(3) It has increased the number in attendance and the percentage of attendance. The children transported are the most regular in attendance.

(4) Each transfer accommodates from 23 to 27 pupils. The Board furnishes the wagonettes; the driver furnishes his team and does the work for \$25 per month.

(5) Young children, especially girls, are protected from the time they leave their gates in the morning until they return in the afternoon.

(6) There are two classes of opposition, the man who has no children to send to school, and the philosopher who sits on the empty dry-goods box on the street corner.

(7) The patrons of the wagonettes like the plan because they are in a position to judge of its merits.

(8) The children transferred are in love with the plan and always express their preference for transportation.

(9) The children are taught by better teachers, who inspire them to nobler effort.

(10) They are transferred to graded schools and instead of having four fifteen-minute recitations during the day the children have six thirty-minute recitations, or eight twenty-minute recitations—a very decided gain—it's simple.

(11) They are never tardy.

(12) Never exposed to rains, muddy roads and cold weather.

(13) The only way to improve the rural school is to give the country child a school just as good as the one patronized by the city child. Who will dispute the right of the farmer's boy to such a school?



TRANSPORTATION OF PUPILS IN LAFAYETTE PARISH, LA.

(14) The cross-road gin, the cross-road sugarhouse and sawmill have long disappeared—they do not pay. In their stead we have the centralized gins, refineries, and sawmills. The cross-road school of one teacher and a dozen pupils does not pay. The sooner Louisiana discovers this fact and acts upon it, the better it will be for the children of the State. The principle involved is the same—greater results at a reduced cost. Why not have business methods in the management of schools as well as of farms and factories?

(15) We have some schools with partial consolidation only. Example: One wagonette transports to Lafayette 20 children, of fourth grade and above, from a school of two teachers and 60 pupils. This school is $4\frac{1}{2}$ miles from Lafayette. A second

wagonette transports 25 small children from a distance of five miles to this rural school.

(16) Since writing the above have received a request by telephone for an additional wagonette for the Carencro school. The request will be granted because the Lafayette Board is composed of *business* men.

(17) It's the only way to introduce agriculture in the rural school where it belongs. It adds to the value of farms surrounding a centralized school. It prevents profanity, vulgarity and fighting in going to and coming from school.



TRANSPORTATION OF PUPILS IN LAFAYETTE PARISH, LA.
LOUISIANA.—

MINDEN, LA., Sept. 10, 1904.

Hon. J. B. Aswell, State Superintendent of Education, Baton Rouge, La.

MY DEAR SIR: In response to yours of recent date asking for a report with reference to the consolidation of schools in this parish, in Ward One we consolidated two schools about three miles apart, running a wagon to convey children to the centrally located school. This school had a fine attendance during the last session with an average of about sixty-five scholars per month.

In Ward Two we combined two schools into one by voting a special tax and centrally locating the school. Here we also had a good average attendance with two teachers, while be-

fore consolidation the schools were sometimes closed for want of a monthly average.

In Ward Three we have consolidated three schools, placing the central school at Hortman Station on the L. & A. Railroad. It took two wagons to haul the children to this school. We had a good daily attendance for seven months.

At the last meeting of the Board of School Directors we appointed a committee to visit Ward Five and consolidate some of the schools of that ward. On last Friday this committee met, with the Superintendent as chairman, and consolidated six schools into four. Said four schools are in reach of all of the children in that part of the ward.

We expect to keep this work up until we cut down a number of small schools, consolidating them into fewer and larger schools.

Very respectfully,

J. M. DAVIES,

Superintendent, Webster Parish.

COST OF CONSOLIDATION AND TRANSPORTATION.

(Some Opinions and Statistics.)

ILLINOIS.—“The total cost of consolidation as compared with separate schools is variously reported as ‘*much less,*’ ‘*the same,*’ or ‘*it costs more but the schools are better.*’”

These all represent correspondingly different degrees and kinds of consolidation. The first refers to the closing of a small school of but few pupils and transporting them, often in a body, to a neighboring school able to receive them with no addition to the teaching force. In this case transportation and a nominal tuition are the only outlay, and there is saved one teacher and the cost of maintaining and heating a school house.

The second case refers to a moderate consolidation in which several schools are combined, and graded, and in which fewer but better teachers are employed—better schools at no additional expense.

The third case refers to comparatively complete consolidation with a central building often costing \$10,000.00 to \$12,000.00, with three to five teachers and doing one or two years of high school work.

Stated briefly, it means that consolidation will secure as good schools with much less outlay, or better schools with the same outlay, as the patrons may desire. It also means that it makes possible a far better school than can be provided otherwise for the country child unless he move to town, and it is the only known way of providing higher education for the country children within reach of their homes.—*University of Illinois Bulletin.*

ILLINOIS.—*Continued.*—

FINANCIAL STATEMENT OF SEWARD SCHOOL, WINNEBAGO COUNTY.

(From Supt. O. J. Kern's Report.)

The consolidated school has been in operation only five months of last school year, closing July 1, 1904. From figures taken from township treasurer's books, the following statements show cost under old and new plans:

OLD PLAN WITH SCHOOL YEAR OF 8 MONTHS—NO HIGH SCHOOL.

Dist	No. Pupils Enrolled for Year	Av Daily Attend- ance for Year	Months Schools	Total Expen- ditures for 8 Months	Total on Basis 9 Months
90	28	21	8	\$372.80	\$419.40
91	41	23	8	374.10	420.86
93	20	14	8	334.74	376.58
Totals,	89	58		\$1,081.64	\$1,216.84

Note by above report taken from Township Treasurer's Books that average daily attendance for year is only 58, which is 65 per cent of the total enrollment of 89 in three district schools.

NEW PLAN WITH SCHOOL YEAR OF 9 MONTHS—WITH HIGH SCHOOL.

Expenditures and enrollment for 5 months, from February 1, 1904, to July 1, 1904. On November 7, 1904, a fourth teacher was added to give more time for all grades, especially High School Subjects. Teachers are paid a better yearly wage. Principal gets \$75 per month, while grade teachers get \$40 per month. Under old district plan average yearly wage was \$35 per month.

Dist.	Enroll- ment	Av. Daily Attendance	Total Expendi- tures	Total Expenditures on Basis of
Consolidated	5 Months	5 Months	5 Months	9 Months
No. 121	116	88	\$842.50	\$1,516.50

Note that average daily attendance was 88 of an enrollment of 116 or 76 per cent. This is low because of measles in school during months of February and March soon after school opened.

The enrollment and daily attendance for October, 1904, was 104 and 91 respectively. Thus the per cent of attendance for that month was 87½.

TABLE OF COMPARATIVE ESTIMATES ON BASIS OF NINE MONTHS.

	District	Enroll- ment for Year	Average Daily Attendance	Cost	Cost
				Per Pupil on Enroll- ment	Per Pupil on Daily Av. Attendance
Separate Schools.	90	28	21	\$14.97	\$19.97
	91	41	23	10.65	18.29
	93	20	14	18.83	26.89
Consolidated	(5 mos.)	(5 mos.)			
121	116	88	13.07	17.23	

Remember that the consolidated school has a High School Course. The teachers are paid better wages. Yet notice the cost per pupil in last two columns of above table. The average

daily attendance is a common unit to figure expense, that is, a day's work. See last column of above table.

BUILDING TAX ON NEW HOUSE.

But some opponents of Consolidation, doubtless want to know about the Enormous (?) tax to pay for the new building. Now the cost of new building with grounds of 3.6 acres should not count entirely against the new system. Besides, the first cost of a central building is much less than first cost of separate buildings. A good district school building, equipped as it should be, will cost \$1,200. On a basis of eight such schools to a township the total first cost is \$9,600. The Seward building cost \$6,000 and will hold all the children of Seward township.

The cost of Seward building and grounds was \$7,000 in bonds drawing four per cent annual levies. That makes the annual payment of principal amount to \$700 plus \$280 interest first year, and interest decreasing each year, making a total of \$980 for building tax. Suppose building tax was levied on land alone, leaving out personal property and railroad, the annual tax levy would be as follows:

COST PER ACRE ANNUALLY FOR BUILDING TAX.

District.	Sections.	No. of No. Acres.	Annual Payment.	Tax per Acre.
121	12	7,680	\$980	12½ cents

It is no exaggeration to claim the new school has added twelve and one-half cents to value of each acre in the district. Perhaps more than that. Go out there and ask farmers with children to send to school about selling their farms and moving away.—Supt. O. J. Kern.

OHIO.—As an example let us cite what consolidation has done for Madison township, Lake county, O. The per capita expense on the basis of enrollment has decreased from \$16 to \$10.50, and, on the basis of average daily attendance from \$26.66 to \$16.07. The total expense is about the same as under the old plan. More children have been able to attend school and to attend regularly.

In Springfield township, Clark county, two small schools were consolidated with other schools. Prior to that time the per capita expense, on the basis of average daily attendance, was in 1900, \$20.35; and in 1901, \$19.54. In 1902 (the year transporting began), \$19.08; in 1903 (two schools transported), \$18.39. In 1904 the sub-district schools were reopened and immediately the per capita expense increased to \$22.15. The tax rate immediately increased from 6 mills to 8 mills on the dollar.

No one, after making even the slightest investigation, can deny the fact that more children go to school more regularly than under the sub-district plan. The same money goes farther in producing an educated citizen than under the old plan. —*University Bulletin*.

INDIANA.—*In La Grange County, Indiana*, the transportation of 428 pupils in 29 hacks to 14 different schools *saved* to the parish \$6,734.74. It abandoned 38 schools, required 24 fewer teachers and saved \$2,260.00 in fuel alone.

Superintendent Jones, of Indiana, after an exhaustive study of the matter of cost, says, "Any school with an enrollment of fewer than twenty pupils may be combined with a similar or larger school at no increased expense provided the distance be not too great and the roads permit of easy and rapid transit." And he adds, "In general it may be said that any school in which the daily per capita cost exceeds fifteen cents may be consolidated with other schools without increasing the expense."

"As a solution to the rural school problem, the school at Royerton, Ind., is a fruitful field for study. Six districts, comprising an area of about eighteen square miles, have been combined into one. The union school is located at Royerton. Under the separate district plan seven teachers were employed—two at Royerton and one in each of the other districts. Now five are employed in the union school, a difference of two teachers resulting from the change. Three teachers are doing grade work, one does high school work, and one divides his time between grade and high school work. Some little high school work was given when there were but two teachers in the Royerton school, but no high school work was given in the district schools outside of the Royerton school. Under the separate district plan seven rooms were maintained. Now there are but four, and a small room used for recitations, which adds no expense. No additional buildings were needed at Royerton, due to the fact that there was an old building which had not been used for several years. Thus there has been a saving in tuition by reducing the number of teachers. Not considering the high school, four teachers do the work formerly done by seven teachers—a difference of three. The cost of fuel, supplies, and repairs for seven rooms has been reduced to the cost of four. There are 190 pupils enrolled in the school, 129 of whom are conveyed from the abandoned schools—about two-thirds of the number enrolled in the union school. The daily expense for transportation is \$8.75. The following will show the comparative cost of the two plans:

DISTRICT PLAN.

Salaries for seven teachers for seven months.....	\$2,492 00
Institute fee for seven institutes.....	124 60
Fuel for seven rooms at \$30 per room.....	210 00
Supplies for seven rooms at \$10 per room.....	70 00
Repairs at \$20 per room.....	140 00
Total	\$3,036 60

CONSOLIDATED PLAN.

Salaries for four teachers for seven months.....	\$1,442 00
Institute fee for seven institutes.....	72 10
Fuel for four rooms at \$30 per room.....	120 00
Supplies for four rooms at \$10 per room.....	40 00
Repairs at \$20 per room.....	80 00
Total	\$1,754 10
Transportation, at \$8.87 per day.....	1,225 00
Difference in favor of consolidation.....	57 50
	\$3,036 60

"The salaries shown in the above estimate are the actual salaries paid the teachers. Buildings are not included. There was no additional expense for buildings."

IOWA.—"In 1894 the district township was composed of six sub-districts, and required six buildings, six teachers, six sets of apparatus—in fact all of the equipment necessary for one district was required by each of the others.

"The secretary's report of that township for the year ending September, 1894, (before consolidation) shows that during the year the schools were in session *six* months and the average daily attendance for the entire district township was *ninety*.

"For the year ending September, 1900, (after consolidation) eight teachers were employed for *nine* months, and the average daily attendance was 290. Estimating the average cost of tuition per month per pupil upon the total expenditures for school purposes, we find it to have been \$5.03 in 1894, under the plan of separate schools, while in 1900 (under consolidation) it was \$2.31."

Lloyd Township, Dickinson County.—This school is now in its fourth year under the consolidated organization. For purposes of comparison, I give the following averages for the last three years under the old district plan and the first three years under consolidation.

For the years 1899, 1900 and 1901, the

Average enrollment per year.....	155	
Average daily attendance per year.....	78	
Average paid teachers per year.....		\$1,510.00
Average paid for fuel, janitor service and repairs.		438.85
Average number of months per year.....	7	
Average compensation of teachers per mo., males.		30.33
Average compensation of teachers per mo., females		30.50

For the years 1902, 1903 and 1904, the

Average enrollment per year.....	192	
Average daily attendance per year.....	118	
Average paid teachers per year.....		\$1,579.00
Average paid for fuel, janitor service and repairs		277.00
Average number of months per year.....	8	
Average compensation of teachers per mo., males		76.66
Average compensation of teachers per mo., females		40.00

The average cost of tuition per pupil per month for the last three years under the district plan (based on the amount paid teachers plus amount paid for fuel and janitor service) was \$3.57. The average cost of tuition per pupil per month for the first three years under consolidation (assuming that the cost for transportation has been uniformly \$254 per month—the amount now paid), was \$4.12.

While the consolidated school is costing the people more money in the aggregate, they are getting far more for their money. The school year has been increased one month, the average daily attendance has increased 51 per cent, the school is well classified, two grades of high school work are offered, trained teachers are employed, and the pupils are all interested in their work.

I visited this school, unannounced, on the 11th day of January, 1905. The weather was severe and a storm was raging. One hundred and twenty-four pupils were in their places, eighty-five of them from the country and thirty-nine from the village of Terril. The work of the pupils was as good as is usually found in city schools. Most of the teaching was excellent. The principal receives this year \$80 per month, and the grade teachers \$45 each per month. Among the songs the children sang during the opening exercises was one entitled "Uncle Sam is Rich Enough to Send Us All to School," and they sang with "the spirit and understanding."

The cost per month of maintaining the Lloyd Township school at present is

Teachers' salaries	\$215
Transportation (seven teams).....	254
Fuel and janitor service (estimated).....	25
Total	\$494

The assessed valuation of the property in the township is \$280,000. On the present basis of cost the levy for teachers' and contingent funds combined would be 14 mills.

MASSACHUSETTS.—

TABLE SHOWING THE TOTAL EXPENDITURE FOR THE CONVEYANCE OF CHILDREN FOR THE PAST TEN YEARS IN MASSACHUSETTS.

Years	Expended for Conveyance	Increase
1891-1892.....	\$38,726.07	\$ 8,077.39
1892-1893.....	50,590.41	11,844.34
1893-1894.....	63,617.98	13,027.57
1894-1895.....	76,608.29	12,990.31
1895-1896.....	91,136.11	14,527.82
1896-1897.....	105,317.13	14,181.02
1897-1898.....	123,032.41	17,715.28
1898-1899.....	127,409.22	4,376.81
1899-1900.....	141,753.84	14,344.62
1900-1901.....	151,773.47	10,019.63

CONNECTICUT.—Connecticut, in 1899, transported 849 children. They are mostly conveyed the whole distance; some gather at the old school house or at some convenient point from where the team starts. The attendance was good in all cases where transportation of pupils had been provided. The expense is less than the cost of maintaining school; one town expending \$292 effected a saving of \$300 per year. According to the report, transportation is a success.

FLORIDA.—Duval county, Florida, transported 176 pupils at \$303 per month, having closed fourteen schools. The saving was \$42 per month, and the school work was very much improved.

NORTH DAKOTA.—A comparison of expenses in the Logan school district, under the present system, with that of the old system, shows a considerable saving in favor of the new, particularly noticeable in teachers' wages, fuel and other incidental expenses. Under the old system four teachers received at least \$170 per month; the two teachers now employed receive \$110 per month. This represents a saving of about \$65 per month in teachers' wages. The amount of tuition received from other districts increases this saving to about \$100 per month. The only increase in expenses comes from the transportation of the children. The Logan school board has established this upon a liberal basis. Four drivers are employed at an aggregate salary of \$185 per month. This includes the services of drivers and teams, the district furnishing the busses. This represents a net increase of cost over saving above referred to of \$85 per month. The improvement

in school interest and the fact that all pupils of school age are now attending school regularly is a gain which cannot be measured in money.

MICHIGAN.—*Two Districts in Macomb County.*—Two districts, each of which includes a part of the village of Richmond, the first being No. 13, Richmond, the second No. 12, Lenox, were consolidated. Census of No. 13, Richmond, 211; census of No. 12, Lenox, 178, under the old plan; attendance No. 13, Richmond, 169; attendance, No. 12, Lenox, 101; census of new district combined, 373; attendance, 288; total expense in No. 13, Richmond, \$4,251.13; total expense No. 12, Lenox, \$877.22; total for both districts, \$5,128.35; total expense for first year after consolidation, \$4,027.18. The foregoing statement shows that a larger number of pupils are now attending school in the consolidated district than formerly attended in both of the old districts and that the expense is less for conducting the school.—*O. D. Thompson, Commissioner.*



TRANSPORTATION VAN USED IN MICHIGAN.

MINNESOTA.—Whether or not the expense will be greater or less than under the present system can be determined only after a consideration of local conditions. It will depend on the condition of the roads, the cost of driver and teams and the number of pupils. At Cedar Falls, Iowa, pupils are transported over one route at a cost of \$221.9 per month. Kingsville, Ohio, transports over four routes at a cost of \$97.00 per month. Gustavus township, Ohio, pays for each conveyance \$1.35 per day, the average length of route 41.9 miles. At Halstad, Minn., all the pupils of an outlying district were transported over one route at a cost of \$40.00 per month. Where the schools are small, so that the teaching force may be materially reduced, the expense will lessen. Where the schools are now drawing special state aid and are so large that the number of teachers cannot be reduced, the expense will remain much the same as now, plus the cost of transportation.

Experience has demonstrated, however, that while in some places the rate of school tax has increased the actual daily cost of the pupils' schooling has decreased. That is, when the aggregate annual cost has been divided by the total increased attendance in days, the actual per diem cost has been invariably less.—*State Superintendent J. W. Olsen.*

VERMONT.—“Vermont transports 7,651 children for \$36,000 per term, or a little less than \$4.71 per child. Speaking very generally it costs about \$1.50 per month for each child conveyed to and from school daily.”

FLORIDA.—*Duval County.*—“Twelve consolidated schools are now in operation in Duval county, each accommodating the children of about 60 to 100 square miles of territory.

“The concentration of the children into these new schools accomplished by means of wagonettes, especially designed for the purpose, and provided by the board of public instruction at public expense.

“Twenty-seven of these comfortable vehicles are now running at an average cost of \$23.33 per month each.

“These conveyances enable us to close twenty-four of the old one-teacher schools, the current cost of which, if in operation, would have been not less than \$45.50 per month for each.

“Hence the transportation system now in operation produces a current saving of \$462.00 per month, over the old system.

“Taking from this the increase of salaries for eight assistants at the centralized schools, \$225.00, and there is still left a net saving of \$237.00 per month.

“Financially, therefore, concentration in Duval county is a very decided success.”

Of 45 one-teacher schools for white children, existing in Duval county in 1896, only ten now remain. Within a year or two, these will be merged into concentrated schools located in Duval or one of the adjoining counties. County-line-concentration is an important phase of this new system of organizing and conducting rural education.

Clay County.—“In the past two years the number of schools in the county has been decreased from 51 to 41. This has been done by merging five schools into one, in one case, three into one, in two instances, and two into one, in two cases. In order to do this it has been necessary to transport some of the most distant pupils. The entire current expenses per month of the larger schools thus created, including transportation and increased salaries, is about \$100 less than that of the little schools which existed before. By this consolidation the at-

tendance has been considerably increased and more efficient teaching has been made practicable. This educational movement is coming into favor with the people."

SUMMARY.

In summing up the financial results of the centralization of the rural schools thus far attempted, the United States Bureau of Education states:

"It is the general experience that a saving of funds is effected through consolidation of schools. Of the towns in Massachusetts that have tried the plan 68 per cent report a less cost after consolidation, and only 8 per cent an increased cost. Of 124 New Hampshire towns, 118 report less cost with conveyance as compared with maintaining local schools. Connecticut transported 849 pupils in 1898-1899 at a cost of \$12,000, or \$14.14 per pupil; Vermont 2,062 for one year at a cost of \$26,492, or \$12.85 per pupil. These are averages. In individual cases the cost varies greatly, according to the particular circumstances in each case.—*Dr. A. C. True.*

COST OF WAGONS AND DRIVERS, DRIVERS' CONTRACTS, AND ROUTES.

IOWA.—*Winnebago County*.—"Iowa pays drivers from \$25 to \$30 per month, according to the route. This includes team, covered wagon, robes, etc. Frequently, if not generally, when the plan has been longest in operation the township owns the wagons, and a somewhat lower rate is paid for driver and team. There generally seems to be no difficulty in securing drivers, for no such difficulty is ever mentioned, indeed one of the objections commonly found is against letting the job to the lowest bidder."

"Speaking generally one team can transport all the children of an average school district (15 to 20). This man, team and wagon, therefore, at an expense of one dollar to one and one-half dollars per day, take the place of a school house with its heating and repairs, and oftentimes of a school teacher as well. It is not surprising then, that it is cheaper to transport the children of a small school than to maintain a school for them."

"The compensation paid drivers is \$30 per month, except on Route 1, where only \$25 are paid. For this amount they are required to furnish their own properly covered, strong, safe, suitable vehicles, subject to the approval of the board, with comfortable seats, and a safe, strong, quiet team, with proper harness, with which to convey and collect safely and comfortably all of the pupils of the school age on the route, and to furnish warm, comfortable blankets or robes sufficient for the best protection and comfort for each and all of the pupils to and from the public school building and their respective homes. They agree to collect all of the pupils on the route by driving to each and all of the homes where the pupils reside each morning that school is in session in time to convey the pupils to school, so as to arrive at the school building not earlier than 8:40 a. m. nor later than 8:45 a. m., and return the pupils to their homes, leaving the building at 4:00 p. m., or later, as the board may determine."

"They are required to personally drive and manage the team, and to refrain from the use of any profane or vulgar language within the hearing or presence of the pupils; nor may they use tobacco in any form during the time they are conveying children to and from school. They are not permitted to drive faster than a trot, nor race with any team, and are required to keep order and report improper conduct on the part of pupils, to the principal or president of the board."

"It is further provided between the driver and the board that one-half of the previous month's wages shall be retained to insure the faithful performance of the contract."

DISTRICT ROUTE No. 1.

- The first child called for on Route No. 1 must ride 6 miles, salary \$40.00 per month.
 The first child called for on Route No. 2 must ride $4\frac{1}{2}$ miles, salary \$20.00 per month.
 The first child called for on Route No. 3 must ride 6 miles, salary \$28.00 per month.
 The first child called for on Route No. 4 must ride 6 miles, salary \$30.00 per month.
 The first child called for on Route No. 5 must ride 7 miles, salary \$31.00 per month.
 The first child called for on Route No. 6 must ride $4\frac{1}{2}$ miles, salary \$20.00 per month.
 The first child called for on Route No. 7 must ride 9 miles, salary \$30 per month.
 The first child called for on Route No. 8 must ride 6 miles, salary \$25.00 per month.

DISTRICT ROUTE No. 2.

- The first child called for on Route No. 1 must ride 8 miles, salary \$40.00 per month.
 The first child called for on Route No. 2 must ride $5\frac{1}{2}$ miles, salary \$33.00 per month.
 The first child called for on Route No. 3 must ride 6 miles, salary \$35.00 per month.
 The first child called for on Route No. 4 must ride $8\frac{1}{2}$ miles, salary \$40.00 per month.
 The first child called for on Route No. 5 must ride 7 miles, salary \$42.00 per month.
 The first child called for on Route No. 6 must ride 6 miles, salary, \$34.00 per month.
 The first child called for on Route No. 7 must ride $5\frac{1}{2}$ miles, salary \$30.00 per month.

INDIANA.—*Royerton District*.—Prices paid to drivers are as follows:

Route No. 1.....	3.50 miles, \$1.00, 12 children.
Route No. 2.....	3.50 miles, \$1.00, 8 children.
Route No. 3.....	4.50 miles, \$1.25, 16 children.
Route No. 4.....	5.75 miles, \$1.60, 19 children.
Route No. 5.....	5.50 miles, \$1.60, 25 children.
Route No. 6.....	3.25 miles, \$1.25, 17 children.
Route No. 7.....	3.75 miles, \$1.25, 12 children.
Route No. 8.....	5.25 miles, \$1.50, 9 children.

SCHOOL CONVEYANCE CONTRACT.

.....Township, Lagrange County, Indiana.

This article of agreement made and entered into this.....
days of, 190., by and between.....
of Lagrange County, in the State of Indiana, and.....
School Township, in the said County and State.

Witnesseth, That the said....., party of
the first part, doth hereby agree to and with the said.....
.....School Township, party of the second part, as follows,
to-wit:

That the said will convey by spring hack
all children herein stated:

.....
.....
and such other children of school age whose parents may later
reside on the route or in the district.

The transportation route shall be as follows:

.....
.....

The said party of the first part further agrees to arrive at
..... between a. m. and a. m., stand-
ard (sun) time and to leave said schoolhouse promptly at the
close of each day's session and convey the foregoing pupils to
their respective homes as expeditiously as possible in the same
general manner as in the morning. He shall strictly prohibit
profane or obscene language and boisterous conduct in or
about the hack. The said party of the first part further agrees
not to use tobacco while in charge of the children, neither will
he permit its use by any pupils while in his custody. The
pupils shall be conveyed with due regard for their comfort and
the team shall not only be safe but reasonably speedy.

(Additional considerations.).....

.....
.....

The services of the said party of the first part shall com-
mence on the day of, 190., and con-
tinue throughout the school year for such days as the school
shall be in session.

The said party of the first (second) part shall provide a
comfortable and safe conveyance, and said vehicle shall be so
constructed that it can be entirely closed during inclement
weather.

(Additional considerations.)

.....
.....

The said party of the second part in consideration of the

prompt fulfillment on the part of the party of the first part contracts and agrees to pay dollars per day for services rendered as above stated.

In case party of the first part fails, neglects or refuses to faithfully do and perform each and every one of the covenants and agreements herein specified on his part to be performed, then this contract shall be void at the option of the party of the second part, and the party of the second part may immediately bring suit on the bond annexed hereto for any damages sustained to the party of the second part by reason of the failure of the party of the first part to perform his covenants and agreements herein contained.

In Witness Whereof, the above named parties have signed the above contract this.....day of.....190..

Party of the first part,.....

Party of the second part,.....

By.....Trustee.

Know all men by these presents, That we,..... and.....are held and bound to the State of Indiana, in the sum of.....dollars, for the payment of which we do bind ourselves jointly and severally. The condition of this obligation is such that we do hereby guarantee the full performance of all conditions specified in said contract on the part of said..... to be kept.

Now if the said.....shall faithfully fulfill all the requirements mentioned, then this obligation to be void, otherwise to be and remain in full force.

Witness our hands and seals this.....day of..... 190..

.....(Seal.)

.....(Seal.)

INDIANA.—State Superintendent Frank L. Jones, of Indiana, says, concerning the matter of transportation contracts: "I am not in favor of letting contracts for conveying pupils. It is not a matter which can be lumped off to the lowest bidder. It would be as sensible to employ teachers upon this basis. The law does not contemplate that the contracts for transportation should be made in this way. It is entirely proper for a trustee or advisory board or both to fix the amount that will be paid and then select the best man for the work at that price."

OHIO.—

NOTICE TO BIDDERS.

Bids for the transportation of pupils of the Madison township schools, Lake County, Ohio, over the following routes, will be received at the office of the Township Clerk until Friday, July 24, at 12 m.:

Route A. Beginning at county line on North Ridge road,

and running west on said road to school house in District No. 12.

Route B. Beginning at Perry Line on the North Ridge road, and running east on said road to school house in District No. 12.

Route C. Beginning on Middle Ridge road, at residence of N. Badger, running thence west on said road to the residence of Rev. J. Sanford, thence north to school house in District No. 12.



CENTRAL SCHOOL AND TRANSPORTATION IN INDIANA.

Route D. Beginning at Perry Line on River road, and running thence east on said road to school house in District No. 6.

Route E. Beginning at the Hartman farm, thence by Bennett road to Chapel road, thence east to A. R. Monroe's, thence west on Chapel road to school house in District No. 13.

Route F. Beginning at residence of J. H. Clark, and running east on Chapel road to school house in District No. 13.

All whose bids are accepted will be required to sign a contract by which they agree:

1. To furnish a suitable vehicle with sufficient seating capacity, to convey all the pupils properly belonging to their route, and acceptable to the Committee on Transportation.

2. To furnish all necessary robes, blankets, etc., to keep the

children comfortable; and in severe weather the conveyance must be properly heated by oil stoves or soap stones.

3. To provide a good and reliable team of horses, and a driver who is trustworthy, and who shall have control of all the pupils while under his charge, and shall be responsible for their conduct. Said driver and team to be acceptable to the Committee on Transportation.

4. To deliver the pupils at their respective schools not earlier than 8:30 a. m., nor later than 8:50 a. m., and to leave at 4:05 p. m. (sun time).

Each contractor shall give bond for the faithful discharge of his contract in the sum of \$100, with sureties approved by the president and clerk of the board.

The committee reserves the right to reject any and all bids.

By order of the committee,

C. G. ENSIGN, Clerk.

OHIO.—

DRIVER'S CONTRACT.

(From Ohio State University Bulletin.)

As many different contracts as there are centralized townships might be offered, each differing in some particular. Below is found one covering the most important features of all:

Each driver must furnish a team that is safe, yet strong and active enough to draw the load on a slow trot. Each driver must start from the farther terminus of his route at such time as will enable him to reach the school house by driving directly and with due speed, not later than 8:05 a. m., Standard Time, making only such stops as are required for the pupils to enter the wagon. In case any pupil shall not have reached the road, the driver must wait a reasonable length of time.

Each driver must blow a horn to announce his coming in the morning that the pupils may be ready, and in the evening that the parents may know of their arrival at home.

Each driver must be at the school house at 3 p. m. with his wagon ready to receive his load, and shall drive thence to the farther terminus of his route as quickly as the condition of the roads and the welfare of his team will permit, making only such stops as are necessary for his pupils to leave the wagons at their respective homes. Each driver must make a full stop for each pupil to enter and leave the wagon.

Each driver is required to keep his wagon in shelter, except when driving his route.

Each driver is required to abstain from the use of intoxicants while in the employ of the Board of Education, and to so deport himself as to set a good example for the children under his care.

Each driver must refrain from discussing any topic that

may have a tendency to make trouble in the school, such as the qualification of the teachers, the merits of a punishment, etc. Each driver must avoid quarreling with any child under his care.

Each pupil upon entering the wagon must clean his shoes of mud or snow and be seated in the place designated by the driver or superintendent, and remain in that place until his destination is reached. Pupils must conduct themselves in a proper manner. There must be no hallooing on passing people, loud or boisterous noise, swearing, vulgarity, smoking or chewing tobacco by pupil or driver.

Pupils will be under the immediate control of the driver, the whole to be under the control of the superintendent and the board of education, to whom all complaints must be made.

The deportment of each pupil in the wagon will be considered by his teacher in making up his grade card.

The driver shall from time to time be advised and directed by the superintendent and the board of education.

Each driver must discharge the provisions and details of this contract under penalty of immediate dismissal and forfeiture of the amount then due him by and from the board of education. Each driver must be responsible for any damage done his wagon while in his possession, except when such damage is unavoidable, such fact to be determined by the board of education.

Each driver may draw eighty-five per cent. of his wages at the end of each month, the fifteen per cent. remaining in the hands of the treasurer as a guarantee for the faithful performance of the provisions of the contract, said fifteen per cent. to be paid to him at the end of the school year, provided he has complied with the requirements of his contract.

ROUTES AND COSTS.

Routes are let to the lowest responsible bidders; the amount paid varies from ninety cents to two dollars and twenty-five cents per day, varying with the number of miles and the number of children transported. The distances vary from two and one-half to eight miles, and the number per conveyance from six to twenty-seven. Average cost per day for conveyance is \$1.50; average distance, four and one-half miles; average number per conveyance, twenty.

Wagons cost from \$80 to \$175. The cost of wagons used in Northeastern Ohio is seldom over \$100. The wagons used at Lees Creek and Selma cost from \$150 to \$175; these are very well finished wagons.

At the central school there is but one pump, one heating system, one set of charts or maps, one roof for repairs, few

outside buildings, one fence and only one or two things which under the old plan must be purchased in quantities or in as many sets as there are schools.

The following table suggests the amounts paid for teams and drivers and the length of the routes:

No. 1.....	\$1.60 per day.....	5 miles.
No. 2.....	1.00 per day.....	3½ miles.
No. 3.....	.70 per day.....	2½ miles,
No. 4.....	1.60 per day.....	5 miles.
No. 5.....	1.25 per day.....	4 miles.
No. 6.....	1.50 per day.....	4¾ miles.
No. 7.....	1.45 per day.....	4½ miles.
No. 8.....	1.55 per day.....	5 miles.

In some parts of the State where the routes are long, a little more is paid. Many take this work that teams may be used regularly through the winter. There has never been any trouble about securing bidders.

In townships or special districts, where there is nearly or quite complete centralization, no attention has been given to the old sub-district boundary lines in planning the routes. It appears that every effort has been made to have the children at the farthest points reach the central school in one hour, or in an hour and a quarter when the roads are in fair condition. Routes are from two and a half to eight miles long. The average is about four and one-half miles.

COSTS AND MISCELLANY.

(Taken in part from Supt. O. J. Kern's Report.)

One of the best examples of consolidation of school districts and transportation of pupils is found in Kingsville, Ohio. The residents of this place have realized their fondest hopes. The average attendance has been much increased and better schools have been provided. The actual cost of tuition has been reduced from \$22.75 per pupil to \$12.25. This plan enabled the Kingsville school to open a new room and engage another teacher, thus reducing the number of grades in the two. The daily attendance has increased from fifty to ninety per cent., thus utilizing to better advantage the capital invested in building and equipment. Over \$1,000 was saved in Kingsville in three years.

The wagons are provided with curtains, lab-robcs, soap-stones, etc., for severe weather. The board of education exercises as much care in the selection of drivers as they do in teachers. The contract for each route is let out to the lowest responsible bidder, who is under bond to fulfill his obligations

The drivers are required to have the children on the school grounds at 8:45 a. m., which does away with tardiness, and to leave for home at 3:45 p. m. The wagons call at every farmhouse where there are school children, the children thus stepping into the wagons at the roadside, and are set down upon the school grounds. There is no tramping through the snow and mud and the attendance is much increased and far more regular.

With the children under the control of a responsible driver, there is no opportunity for vicious conversation or the terrorizing of the little ones by some bully as they trudge homeward through the snow and mud from the district school.

The average price per day per wagon is \$1.25, and the length of the longest route is four and three-quarter miles.

FLORIDA.—*Drivers' Pay.*—An average of \$23.33 per month is paid the drivers in twenty-seven different districts.

VERMONT.—1. *Horses.*—The horses should be strong, well-cared for, steady, and easily controlled.

2. *Harnesses.*—The harnesses should be of good material, sound, and kept in proper condition.

3. *Barges.*—The barges, vans, or wagons, should be well constructed, comfortable, commodious, covered, supplied with curtains, and, in cold weather, with an abundance of heavy robes and with hot water heaters or other suitable means for warming.

4. *Drivers.*—The drivers should be able-bodied men, skilled in managing horses and caring for the same, cautious in driving, careful of vehicle and harnesses, in sympathy with children, able to control them, without vulgar habits, not addicted to coarse or profane speech, and thoroughly reliable.

GEORGIA.—*Green County.*—"Wagon, harness and horses were purchased by the county and a contract was made for the transportation of the children to school at 5 cents per head per day. Previous to consolidation the cost of maintaining the schools was 17½ cents per pupil per day; the cost now, including that of carrying the children, is 12½ cents per day."

Superintendent Rogers, of Washington County, Ga., abolished two little schools with great success, transporting the children to a stronger one. He says: "The school four years ago had twenty pupils and paid the teacher a salary of \$30 a month; to-day it has one hundred pupils with one teacher at \$90 a month, a second at \$70, and a third at \$30, the school being carefully graded. Twenty-six of these pupils are transported at a cost of \$5 per term for each pupil. By the use of wagons children were reached who lived near the swamps and the river, and who would not otherwise have been able to attend school"

SUMMARY OF ARGUMENT FOR AND AGAINST CONSOLIDATION AND TRANSPORTATION.

ARGUMENTS FOR CONSOLIDATION.

1. It insures a much larger per cent of enumerated pupils enrolled.

2. Reduces irregular attendance.

3. Prevents tardiness among transported children.

4. No wet feet or clothing, nor cold resulting therefrom.

5. No quarreling, improper language, or improper conduct on the way to and from school.

6. Pupils are under the care of responsible persons from the time they leave home in the morning until they return at night. Pupils can have the advantage of better school-rooms, better heated, better ventilated, and better supplied with apparatus, etc.

8. Pupils have the advantage of that interest, enthusiasm and confidence which large classes always bring.

9. Better teachers can be employed, hence better schools.

10. The plan insures more thorough and more complete supervision.

11. It is more economical.

12. It permits a better grading of the schools and the classification of pupils. Consolidation allows pupils to be placed where they can work to the best advantage, and the various subjects of study to be wisely selected and correlated. Pupils work in graded schools, and both teachers and pupils are under systematic and closer supervision.

13. It affords an opportunity for thorough work in special branches such as drawing, music, nature study and agriculture. It also allows an enrichment in other lines.

14. It opens the door to more weeks of schooling and to schools of a higher grade. The people in villages almost invariably lengthen the school year and support a high school for advanced pupils.

15. It affords the broader companionship and culture that comes from association.

16. It quickens public interest in the school. Pride in the quality of work done to secure a greater sympathy and better fellowship throughout the school district. The whole community is drawn together.

17. Public wagons used for children in the day time may be used to transport their parents to public gatherings in the evenings, to lecture courses, etc.

18. By transportation the farm becomes the ideal place in which to bring up children, enabling them to secure the advantages of centers of population and to spend their evenings and holiday time in contact with nature and plenty of work, instead of idly loafing about town.

19. The teacher's work is so well organized that the average recitation period is greatly lengthened.

20. One or two large families cannot "freeze out" the teacher.

21. The farmer and his family are more content with their self-sustaining occupation.

22. Ethical culture is afforded free from the dissipations of social life as manifested in cities.

23. Parents who are observant say that the cost of shoes worn out in walking to the separate schools and the cost of medicine and doctors' bills more than pay for the transportation.

24. Transportation makes it easier to maintain a quarantine in case of disease and prevents the spread of contagion.

25. By centralization there will be fewer and better teachers in our schools. It will be a case of the survival of the fittest. Better salaries will be paid those who do teach, thus enabling a person to make it possible to acquire a high school and normal training before attempting to teach.

26. By centralization all the children of the district have the same chance for higher educational advantages, which under the present plan only five or ten persons are able to get by leaving home and going to the city.

27. By centralization we go a long way towards the solution of the problem, "How to Keep the Boys on the farm." We bring to the farm that which he goes to the city and town to secure. Such a school may become the social and intellectual center of the community life. With a library room, music, debating club, etc., our boys and girls will hesitate to leave home and such a school for the uncertainties of city life. Centralization will not only keep the boys on the farm, *but it will help to keep the big boys in the school.*

28. Makes compulsory attendance feasible and justifiable.

29. The morals of children are improved because common offenses to decency are held in check far more than under the old plan where fighting, profanity, vulgarity on the road to and from school, and an accumulation of obscene cuttings on fences and buildings all contribute to tear down what a good home attempts to build up.

30. Transportation is a protection against the probability of the children's meeting objectionable and dangerous characters on the way to and from school.

ARGUMENTS AGAINST CONSOLIDATION.

1. Depreciation of property; decreased valuation of the farms in districts where schools are closed.

2. Dislike to send young children to school far from home, away from the oversight of parents.

3. Danger to health and morals; children obliged to travel too far in cold and stormy weather; obliged to walk a portion of the way to meet the team, and then to ride in damp clothing and with wet feet; unsuitable conveyance and uncertain driver; association with so many children of all classes and conditions.

4. Difficulty of securing a proper conveyance on reasonable terms.

5. Local jealousy; an acknowledgement that some other section of the district has greater advantages and is outstripping any other locality.

6. Natural proneness of some people to object to the removal of any ancient landmark or to any innovation, however worthy the measure, or however well received elsewhere.

7. Too long distances; bad roads, blocked in winter for weeks.

8. Invasion of individual rights.

9. If fatal diseases are carried to or start in these schools, then most all of the children of the township are exposed to them.

"ARGUMENT AGAINST CONSOLIDATION" AS CONSIDERED BY SOME EXPERIENCED AUTHORITIES.

The following experiences of superintendents who have had practical experience with consolidation and transportation are worthy of consideration.

ILLINOIS.—There is no gainsaying the fact that three real difficulties attend consolidation, viz.:

1. *Bad roads*, which though not unsurmountable are yet great obstacles to its best operation. In this is also involved all other traffic as well, particularly rural delivery of mails, and delivery of milk. Roads will improve and in the meantime mail and milk will be delivered. To say that children cannot be hauled is to throw upon them a burden we are not willing to put upon horses and it is to ignore the facts, for they are carried successfully over all roads, never failing over two days in a single year.

"Transportation has been declared impossible on account of 'bad roads,' but the horses now engaged in carrying young men and women from Illinois farms to city high schools in all sorts of conveyances are more than enough, if hitched double and attached to suitable vehicles, to carry all the children to central schools."

2. *Bad drivers*.—For obvious reasons this is a point always to be guarded. Few complaints have been reported, however, and from the fact that no difficulty seems to be experienced in securing drivers in abundance most of whom are parents and many of whom are mothers, it is apparently an element easily controlled, and while it is a matter capable of much abuse it appears in practice to give little difficulty.

3. *Prejudice in advance of trial*.—This is generally strong, especially where the small district plan is already in operation, and a long list of objections is certain to be filed against the undertaking. These must be reckoned with in advance, though they disappear with trial, and *no case is on record in which the change has been made back again from consolidation to the small school*. As might be expected, consolidation is most easily and naturally effected in states where some sort of township organization exists, and least easily in those sections in which the local organization and community sentiment are strongest.—*State Superintendent's Annual Report*.

ILLINOIS.—*Important Facts*:—1. The drivers carry watches and consult them while on the route.

2. Each driver keeps the time of the consolidated school, generally standard.

3. The rate of speed while on the route averages five miles per hour for the year.

4. The time of arrivals varies from ten to fifteen minutes prior to the opening of the schools.

5. The more remote pupils ride about five miles and 69 per cent ride three miles or less.

6. Children are kept comfortable by stoves, patent heaters, blankets and soap stones.

7. The greatest advantage to the service is township ownership of hacks and the improvement of roads.

8. The drivers exercise due responsibility in promptly and safely conveying the children to school and returning them to their homes; they also, by contract, prohibit questionable language, undue familiarity and boisterous conduct in or about the hacks.

9. Eighty-five (85) per cent of the patrons have reported the consolidated school as their preference in comparison with the "old way."

10. Decreased enumerations in eight of our eleven townships gave the system its initiative and the better instruction and educational encouragement to the great majority of the conveyed pupils has strengthened the services of the schools and enhanced the local educational spirit.—*State Superintendent's Annual Report.*

WISCONSIN.—*Gates County.*—Miss Harriet Dalton, principal of the state graded school at Tony, Gates County, writes as follows: "The ride in the morning gives the children a wide awakeness which we do not find in the children who step from their home doors into the school. Surely it is better for them to be driven for three miles through the cold and mud than to walk a mile or two, as they needs must do if they have a district school. Another year the town expects to close a school in an outside district and carry the children to our village school. The board has found that they are able to save money by so doing this and also give the children the advantages that are being enjoyed by the village children."

OHIO.—*Accidents, sudden illness, and disease.*—Investigation has been made as to which of the two plans offer the fewer possibilities for accidents and the better conditions for preventing the spread of contagious diseases.

1. Broken limbs that have come from climbing into passing wagons, cuts and bruises from stone throwing, tearing of little one's clothes by those a little larger and older, not to speak of frozen toes, fingers, noses and ears may be charged

up to the old plan. From the time centralized or consolidated schools have begun in our state only three accidents on the road to or from school have occurred so far as we have been able to learn. One was a broken arm, another a sprained wrist, and the third, the overturning of a sled load of children into a snow drift, in which no one was seriously hurt.

2. It is a fact that it has been necessary to close centralized schools, just as it becomes necessary to require church services to suspend for a few days or that an entertainment be postponed during the few days of alarm or during an epidemic. The danger of the spread of diseases is impressed upon people and greater pains and care taken to prevent contagion than formerly when only one little school suspended and the children and parents continued going to church, Sunday school, sales, parties, and making the usual neighborhood visits. Very few central schools have been closed, however.

3. Children that become sick at school are as a rule nearer a physician than at home. If necessary to take them home immediately, private conveyances have been used. If not they are cared for in the wagon by the driver and taken as nearly as possible to the door of their home.

OHIO.—*Bad roads, negligent drivers, prejudice and early starting.*—1. *Prejudice* against a new thing and sentiment that prompts us to quote "Forty Years Ago," and relate some of our childhood experiences that are so vivid and so closely associated with the little weather beaten school house that, when all sentiment is thrown by, did little more than house us, sometimes prevent children from having modern advantages.

2-3. *Bad roads and negligent drivers.*—The use that is being made of roads by the rural mail carrier, by milk haulers, and others who travel them daily is arousing an interest in road building that will make them of greater service to all. A negligent driver should meet the fate that some have already met—immediate dismissal. Negligence on the part of a driver is no less excusable than for a teacher.

4. *Having to start so early in the morning is one of the objections raised.* But where it has been in operation for two years or more, nothing more is said about it. Another is, greater danger of contracting contagious diseases. So far we have not suffered from that cause. Those who are backward about accepting advanced ideas have many objections that are not worthy of notice.

NORTH DAKOTA.—*Driving on schedule time, driving every day, management of pupils on the way, comfort of the bus,*

etc.—1. Some of the points brought up against it were: *Can the bus come to every house?* If not, I don't want my children by the roadside waiting to catch a ride two or three miles off to school, especially in cold weather. Or, the children can never stand it to ride that distance through the cold. Or, the expense will be too great, etc.

2. Several years ago when this question was first being talked of, I heard a farmer say that the expense of hauling need not be very great. *That a boy who was trustworthy with a team might gather a load on his way to school and bring them back again at night.* No, it requires a man with a rig specially adapted for the business and a person upon whom a responsibility can be placed.

Since I have seen it tried and had part in the responsibility for the behavior of pupils transported, I am ready to say it matters very much whom they have to drive the children to and from school. For I believe half of the day's schooling or training is to be retained or lost by the way in which they are allowed to conduct themselves in going and coming.

3. *The question of morals* was brought up at the time and was discussed pro and con. Some claimed that by a greater number being brought together there was a greater opportunity for immorality. True, if you do not have a responsible driver to see to their behavior. As if the liability of immorality was not as great in the case of their walking to their rural schoolhouses. But here they do not go alone but usually in company with others and they lack a proper guide, for what one child doesn't think of, another will.

Therefore the importance of hiring a responsible man to transport the children. As great care should be taken in his selection as in the selection of a teacher, and the driver should be as moral a man while with the pupils.

4. *It is a splendid training for the pupils.*—It teaches promptness in them. As to time being kept by the driver, it can be done. It has been done as near to perfection as reason would require. He has been late three times. He was justified in being late, however, for the roads were made almost impassible by snow or mud. He has missed but two days, one of which could have been avoided. The second instance was on account of the deep mud March 20, which was perfectly justifiable. The requirements of his contract are that he shall be at the school house with the children by fifteen minutes to 9 o'clock and leave with them ten minutes after 4 o'clock.

5. *One great advantage of this* is there is no loitering on the way, no time to be quarreling en the way, no time to be getting into mischief on the way with other people's property, no time to be loitering about the school house or village and

be coming home from school at a late hour. This I believe to be a decided advantage over the pupils being independent in coming and going.—*Prof. T. H. Ehrhard.*

IOWA.—*Depreciation of real estate values.*—This objection is really one of the easiest to be met. Where the system has been given a thorough trial the land values have not been affected as feared by some of the farmers. On the contrary, the value of all the land in the consolidated district tributary to the consolidated school has been increased in value. It is not the accessibility within walking distance to a poor school that makes a farm valuable, but the accessibility, whatever may be the means of reaching it, to a good school. It is reported that in the Eastern states where the system has been tried that now when a farm is advertised for sale it is said that children are transported to a first-class central school, instead of offering as an inducement that the district school is within a mile of the farm. In fact, there is no instance on record where, after trying both systems fairly, the farmers preferred the inferior district school to the superior central school, provided the conditions of transportation and the details have been properly attended to.—*Supt. Barrett.*

PENNSYLVANIA.—*Depreciation of real estate values.*—The apprehensions of owners of real estate that a depreciation of values would result if the local schools were closed have proven to be groundless.—*Dr. Longsdorf.*

"The general consensus of opinion is that efficiency rather than the accessibility of the school is the demand of the times by those who desire to invest in farm realty for homes."

MASSACHUSETTS.—*Principal objections.*—Mr. Edson, reports that the following objections have been made in Massachusetts:

"1. Depreciation of property, decreased valuation of farms in districts where schools are closed.

"2. Dislike to send young children to school far from home, away from the oversight of parents; and to provide a cold lunch for them rather than a warm dinner.

"3. Danger to health and morals; children obliged to travel too far in cold and stormy weather, obliged to walk a portion of the way to meet the team, and then to ride to school in damp clothing and with wet feet; unsuitable conveyances and uncertain driver; association with so many children of all classes and conditions; lack of proper oversight during the noon hour.

"4. Insufficient and unsuitable clothing; expense to parents of properly clothing their children.

"5. Difficulty of securing a proper conveyance on reasonable terms, or, if the parent is allowed compensation, of agree-

ing upon terms satisfactory to both parties, parents and town officials.

"6. Local jealousy; an acknowledgment that some other section of the town has greater advantages, and is outstripping any other locality.

"7. Natural proneness of some people to object to the removal of any ancient landmark or to any innovation however worthy the measure or however well received elsewhere."

To these objections Mr. Edson, who is a most competent authority, replies:

"The first one is more imaginary than real, for any level-headed man with children to be educated will place a higher value on the quality of the schools and the school spirit in the community than upon the number and accessibility of the schools. Experience has demonstrated the fact that property in towns committed to his plan has appreciated rather than depreciated in value.

"The second and third objections are the most serious. It behooves school authorities to see that the danger is reduced to a minimum. Suitable conveyances, covered, should be provided, and competent, careful drivers selected. No risks should be taken. During the noon hour some teacher should remain with the children who carry luncheon.

"The fourth, fifth and sixth objections have no great weight. The last one has great influence with the people who choose to live, move and die as did their ancestors, on the theory that this is the last generation, and that any special efforts at improvement are just so much more than is wise and necessary."

VERMONT.—1. *Distance of children from home*, provided a school is closed and the children are sent to another. In the case of small children, especially, it is a matter of serious concern to many mothers to have them far from home six hours in the day. There is always a mother's solicitude that is beautiful and natural, even if at times it seems excessive and unreasonable. It enters as an element into every case and should be respected. The determining question, however, is—what is best for the child? In either case, whether he is sent to another and better school or stifled at home, there will be sacrifice on the part of the mother. But the ordinary sensible woman, with full consideration of the child's welfare and future success, will prefer the child to attend a fair school two miles from home, when possible, than to be mentally atrophied in a poor school only one-fourth of a mile distant. With present telephone facilities, communication with the child's home can readily be obtained in case of sickness or accident. In addition to the distance from home, there is also on the part of the mother a sense of the

2. *Distance the child must travel*, in case conveyance is not provided. But this also demands suppression of feeling to judgment. Anxiety for the child's physical welfare is natural, and to entrust the child to travel a long distance frequently provokes most earnest solicitude on the part of the mother.

3. *Depreciation of farm values* in the vicinity of closed schools. This is the most common and most vigorous protest presented against the closure of the schools. In some instances there may be a decrease in the salability of farms, but there are at present no facts at hand to justify any assertion in this respect. So many other factors enter into the depreciation of real estate, that it is generally impossible to assert that any one item may be the cause of such depreciation. Advices from other states in which the abandonment of school houses has occurred and pupils transported are to the effect that the fears of depreciation have not been realized or the predictions fulfilled.—*State Superintendent's Report*.

NEBRASKA.—*The Solution*.—There are 489 schools with an average daily attendance of five or less; 1,841 with ten or less; 3,528 with fifteen or less; 4,771 with twenty or less. There are about 6,300 strictly rural school districts in Nebraska. This makes nearly three-fourths of our rural schools in each of which is an average daily attendance too small for vigorous, interesting and profitable work, either educationally and socially or financially. No time need be spent in rehearsing these facts. No school can claim conditions for good work if it have less than twenty-five pupils; yet there are 4,771 rural schools in Nebraska in operation with an average daily attendance ranging from one to twenty pupils. I believe we are all ready to unite upon this proposition—the pupils in these small rural schools must be collected into larger and better schools with better teachers, better paid. "It does not matter how much we deplore the condition which makes consolidation of schools necessary, the fact remains that it is the only rational solution of the question that has been offered."—*W. K. Fowler*.

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